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ABSTRACT

The document presents a criterion referenced test to help the classroom teacher determine which of several basic phonetic and structural analysis skills the students have mastered. Aspects covered by the test include letter names, consonants and vowels, letter sounds, consonant digraphs, short and long vowel sounds, consonant blends, diphthongs, silent consonants, word families, contractions, syllables, root words, and compound words. (DLS)

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C. R. TEST (TEACHER'S COPY)

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Tipton Reading Analysis Test

by

Fern S. Tipton

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A Criterion Referenced Test

For Phonetic and Structural Analysis

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Mainlining Adequacy Project
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EC 123091

C. R. TEST ITEMS

1. Letter Names (a. small b. capitals) (26 + 26)
2. Consonants & Vowels (26)
3. Letter Sounds (consonants and vowels) (26)
4. Consonant Digraphs (8)
5. Short Vowel Sounds (5)
6. Long Vowel Sounds (doubles) (5)
7. Long Vowel Sounds (final e) (8)
8. QU (1)
9. Consonant Blends (30)
10. Diphthongs (12)
11. Vowels Influenced by R - L - QU (7)
12. Silent Consonants (20)
13. Word Families (10)
14. Y as a Consonant or a vowel (5)
15. Y as Long i or e (5)
16. Soft - Hard C & G (15)
17. Contractions (10)
18. Syllables/Div. (vccv) (le) (vcv) (2-3-4 syllables)
    (exceptions - ck - x - digraphs - blends - prefixes - suffixes (12)
19. Syllables / Vowel Sounds (symbols - long & short) (15)
20. Root Words - Prefixes - Suffixes (30)
21. Compound Words (10)

Score ____/312

TEACHER INSTRUCTIONS FOR C. R. TEST (GROUP)

DO NOT GIVE MORE HELP THAN ALLOWED. READ INSTRUCTIONS CAREFULLY BEFORE GIVING.

This is a diagnostic group test to help the classroom teacher determine which of several basic phonetic and structural analysis skills her pupils have mastered. It is designed to assist the teacher in determining strengths and weaknesses in these specific areas. A teacher should check the test, determine which items are appropriate for her grade level and program and give only those items.

GENERAL DIRECTIONS

(a) Teacher must stand, during the test, where all can see her - particularly her face. This is important.

(b) Do not read aloud material that is in parenthesis. This information is strictly for the examiner.

(c) Instruct children to fill in name, date, etc.

(d) Instruct children to "Listen carefully and do as I tell you. If you do not understand the instructions; if you cannot see a letter or word; if you cannot hear me, please raise your hand. This is not a "timed test" - but try not to waste time. Tell me if I go too fast. Turn to page 1."

(Teacher must give no additional help - please follow directions as stated)

KINDNESS IN THE FORM OF ADDITIONAL HELP MAY RUIN THE TEST ITEM.

(1) LETTER NAMES

"Put your finger on #1." (Finger placement at beginning of each test number will keep child on correct item & page). "This test is on letter names. There are 2 parts, here & here." (Hold paper up to show children the 2 sections - point as you say "here and here") "We will do this part first." (Point to left hand section.)

"Row 1: In this row you will see 4 letters. Now do as I tell you." (It is very important that the teacher enunciates clearly when she names the letters. Also check occasionally to make sure children are on correct row.) "Put a line under the p and circle the g." (Make sure the child knows what you mean by "circle" the g. You may have to demonstrate on the blackboard. Caution the children not to draw the "line under" too long or it may include two letters.)

"Go to row 2: Put a line under the t, and circle the f."
"Row 3: Put a line under the d, and circle the b."
"Row 4: Put a line under the i and circle the x."
"Row 5: Put a line under the n and circle the m."
"Row 6: Put a line under the o and circle the e."
"Row 7: Put a line under the q and circle the k."
"Row 8: Put a line under the w and circle the z."
"Row 9: Put a line under the r and circle the j."
"Row 10: Put a line under the s and circle the c."
"Row 11: Put a line under the u and circle the a."
"Row 12: Put a line under the h and circle the l."
"Row 13: Put a line under the v and circle the y."

"Move across to the next part." (Show capitals)
"Listen carefully ! "
"In row 1, put a line under the M and circle the N."
"Row 2: Put a line under the F and circle the E."
"Row 3: Put a line under the P and circle the B."
"Row 4: Put a line under the L and circle the J."
"Row 5: Put a line under the Z and circle the X."
"Row 6: Put a line under the T and circle the S."
"Row 7: Put a line under the D and circle the U."
"Row 8: Put a line under the R and circle the H."
"Row 9: Put a line under the K and circle the Y."

"Row 10: Put a line under the V and circle the G."
"Row 11: Put a line under the C and circle the Q."
"Row 12: Put a line under the I and circle the O."
"Row 13: Put a line under the A and circle the W."

LETTER NAMES

1.	p q g v	1.	M W N V
2.	f t k h	2.	E F G C
3.	b d p j	3.	P B Q D
4.	z x y i	4.	H J K L
5.	m n w r	5.	U X Z Y
6.	a o e s	6.	T I R S
7.	g q k t	7.	A O D U
8.	w x z m	8.	P R H B
9.	l j i r	9.	E K F Y
10.	s c d o	10.	V M X G
11.	e a u f	11.	C Z Q S
12.	c l b h	12.	L I T O
13.	u y v n	13.	W J N A

(2) CONSONANTS AND VOWELS

"Put your finger on #2. This part is about consonants and vowels. Write a C on the blank beside each letter that is a consonant and a V by each letter that is a vowel. Go ahead ! (After child has finished, remind him to check to make sure he hasn't left any out.)

p_____	b_____	x_____	a_____	r_____
g_____	d_____	m_____	q_____	d_____
f_____	o_____	n_____	k_____	c_____
t_____	z_____	e_____	w_____	u_____
h_____	l_____	v_____	y_____	s_____
i_____				

(3) LETTER SOUNDS

"Put your finger on #3. This part has to do with the letter "sounds". I will make the letter sounds and you must mark them as I say. Listen carefully !" (Teacher must be sure the sounds are made clearly and correctly. Make each sound twice - no more.)

"In row 1, put a line under the letter that sounds "kw". (as in queen - teacher does not say "as in queen" she only makes the sound.)

"Circle the letter that sounds "p". (as in pig)

"Row 2: Put a line under the one that sounds "s". (as in sun)
"Circle the letter that sounds "c". (as in cat)

"Row 3: Put a line under the letter that sounds "n". (as in nest)
"Circle the letter that sounds "m". (as in moon)

"Row 4: Put a line under the letter that sounds "u". (as in under)
"Circle the letter that sounds "a". (as in apple)

"Row 5: Put a line under the letter that sounds "f". (as in farm)
"Circle the letter that sounds "t". (as in tiger)

"Row 6: Put a line under the letter that sounds "y". (as in yard)
"Circle the letter that sounds "l". (as in lion)

"Row 7: Put a line under the letter that sounds "b". (as in boy)
"Circle the letter that sounds "d". (as in dog)

"Row 8: Put a line under the letter that sounds "g". (as in goat)
"Circle the letter that sounds "j". (as in jump)

"Row 9: Put a line under the letter that sounds "e". (as in elephant)
"Circle the letter that sounds "i". (as in Indian)

"Row 10: Put a line under the letter that sounds "w". (as in wagon)
"Circle the letter that sounds "v". (as in valentine)

"Row 11: Put a line under the letter that sounds "o". (as in octopus)
"Circle the letter that sounds "r". (as in rabbit)

"Row 12: Put a line under the letter that sounds "z". (as in zebra)
"Circle the letter that sounds "ks". (as in box)

"Row 13: Put a line under the letter that sounds "h". (as in house)
"Circle the letter that sounds "k". (as in kitten)

1.	b p q g	8.	j g f l
2.	x s c z	9.	c e i s
3.	n w m v	10.	v n m w
4.	a u o r	11.	r o a e
5.	h t f j	12.	x z k y
6.	l i y u	13.	k h t d
7.	p d b q		

(4) CONSONANT DIGRAPHS

"Put your finger on #4. These are letter pairs that make only one sound. I will make the sound and you must circle the pair that makes that sound. There will be only one pair in each row to circle." (Remember - do not say "as in chair." Just make the sound. The word is only to aid the examiner.)
"In row 1, circle the pair that sounds "ch" (as in chair).
"Row 2: Circle the pair that sounds "th" (as in think).
"Row 3: Circle the pair that says "ng" (as in sing).
"Row 4: Circle the pair that says "f" (as in fence).
"Row 5: Circle the pair that says "f" (as in farm).
"Row 6: Circle the pair that says "wh" (blow sound as in wheel).
"Row 7: Circle the pair that says "sh" (as in ship).
"Row 8: Circle the pair that says "k" (as in pick).

1.	ph	wh	ch
2.	th	ng	wh
3.	ch	ph	ng
4.	th	gh	sh
5.	ng	th	ph
6.	gh	sh	wh
7.	sh	ch	gh
8.	ch	ck	sh

(5) SHORT VOWEL SOUNDS

"Put your finger on #5."
"I will make the sound of one letter in each row and you circle that letter." (Again! the teacher must make the sound as clearly and correctly as possible. Do not say "as in elephant" just give the sound. The word is only to aid the examiner.)
"Row 1: Circle the letter that sounds "e" (as in elephant).
"Row 2: Circle the letter that sounds "u" (as in umbrella).
"Row 3: Circle the letter that sounds "a" (as in apple).
"Row 4: Circle the letter that sounds "i" (as in Indian).
"Row 5: Circle the letter that sounds "o" (as in octopus).

Short Vowel Sounds:

1. a e i o u
2. a e i o u
3. a e i o u
4. a e i o u
5. a e i o u

(6) LONG VOWEL SOUNDS

"Put your finger on #6."
"Here are more letter pairs. I will make the sound of one pair and you must circle the pair that makes that sound. There will be only one pair in each row to circle." (Do not say "long o, as in boat" just give the sound. The word is only to aid the examiner).

"Row 1: Circle the pair that sounds "ō" (long ō, as in bōat).
"Row 2: Circle the pair that sounds "ī" (as in pīe).
"Row 3: Circle the pair that sounds "ē" (as in mēat).
"Row 4: Circle the pair that sounds "ā" (as in pāil).
"Row 5: Circle the pair that sounds "ū" (as in ūse).

1. ea oa ue al ie ai
2. oa im ea ai ue ie
3. oe ai or oa ea ue
4. ue ai ea ud ie oa
5. ai en oa ie ue ea

(7) LONG VOWEL SOUNDS (Final e)

"Put your finger on #7."

"These are nonsense words. Circle the ones that have long vowel sounds in them.

kupe	shaf	cabe	leke
zode	prit	fipe	lopt

(8) QU - qu

"Put your finger on #8."
"Which two letters are always together? You never see the first letter without the one behind it."
"Circle the correct pair."

wr	kn	qu	bl	st

(9) CONSONANT BLENDS

(Because this test has 30 items, check occasionally to make sure children are on the correct item.)
"There are 30 items in this test. In each item, I will give the sounds of one of the blends. You circle the blend whose sounds you hear. Choose one!" (It is important to make these sounds as clearly and correctly as possible. Teacher does not say "as in block". She merely makes the sounds of the blend. Repeat the number before you give blend.)

"#1:	"bl"	(as in block)	"#16:	"ld"	(as in old)
"#2:	"gl"	(as in glad)	"#17:	"cl"	(as in clam)
"#3:	"pl"	(as in plan)	"#18:	"spl"	(as in splash)
"#4:	"sp"	(as in spend)	"#19:	"sl"	(as in sleep)
"#5:	"fr"	(as in fry)	"#20:	"fl"	(as in flag)
"#6:	"tr"	(as in train)	"#21:	"thr"	(as in throne)
"#7:	"st"	(as in star)	"#22:	:str"	(as in string)
"#8:	"spr"	(as in spring)	"#23:	"pr"	(as in prod)
"#9:	"sn"	(as in snore)	"#24:	"sm"	(as in smile)
"#10:	"sw"	(as in swim)	"#25:	"sc"	(as in scare)
"#11:	"gr"	(as in gray)	"#26:	"cr"	(as in cross)
"#12:	"dr"	(as in drag)	"#27:	"br"	(as in bread)
"#13:	"tw"	(as in twin)	"#28:	"nd"	(as in find)
"#14:	"mp"	(as in jump)	"#29:	"chr"	(as in Christmas)
"#15:	"sch"	(as in school)	"#30:	"dw"	(as in dwarf)

(9) CONSONANT BLENDS

(1)	bl-ld	(7)	str-st	(13)	tw-dw	(19)	sl-sp	(25)	sc-sw
(2)	cl-gl	(8)	pr-spr	(14)	nd-mp	(20)	fl-fr	(26)	gr-cr
(3)	pl-spl	(9)	sn-sm	(15)	sch-chr	(21)	tr-thr	(27)	br-dr
(4)	sl-sp	(10)	sc-sw	(16)	sl-ld	(22)	str-st	(28)	nd-mp
(5)	fl-fr	(11)	gr-cr	(17)	cl-gl	(23)	pr-spr	(29)	sch-chr
(6)	tr-thr	(12)	br-dr	(18)	pl-spl	(24)	sn-sm	(30)	tw-dw

(10) DIPHTHONGS - VOWEL DIGRAPHS

(Check occasionally to make sure children are on correct row.
"Put your finger on #10."
"Circle the sound you hear in each row."

"Row 1: Circle the pair that sounds "oi" (as in oil).
"Row 2: Circle the pair that sounds "ou" (as in out).
"Row 3: Circle the pair that sounds "ew" (as in new).
"Row 4: Circle the pair that sounds "aw: (as in saw).
"Row 5: Circle the pair that sounds "ey" (as in they).

"Row 6: Circle the pair that sounds "oo" (as in moon).
"Row 7: Circle the pair that sounds "oy" (as in boy).
"Row 8: Circle the pair that sounds "au" (as in caught).
"Row 9: Circle the pair that sounds "ow" (as in snow).
"Row 10: Circle the pair that sounds "oo" (as in look).
"Row 11: Circle the pair that sounds "you" (as in few).
"Row 12: Circle the pair that sounds "ow" (as in cow).

(1)	oi	aw	ow	oo	ey	(7)	oy	aw	au	ow	ou
(2)	au	ou	oy	oo	ew	(8)	ow	ou	au	oo	oi
(3)	ey	ew	aw	oi	oy	(9)	ow	oo	oi	ey	aw
(4)	ou	ow	oo	ey	aw	(10)	au	aw	ou	oo	ow
(5)	ey	aw	au	ow	oo	(11)	ou	oo	ew	ey	oy
(6)	aw	oo	oy	au	oi	(12)	ew	ow	oi	au	oo

(11) VOWELS INFLUENCED BY r - l - qu

"Put your finger on #11."
"Circle the sound you hear in each row." (Do not say "as in her". Just give the sound. The word is only to aid the examiner.)
"In row 1: Circle the letters that say "er" (as in her).
"Row 2: Circle the letters that say "ir" (as in bird).
"Row 3: Circle the letters that say "ar" (as in car).
"Row 4: Circle the letters that say "or" (as in fork - give lone o).
"Row 5: Circle the letters that say "al" (as in also).
"Row 6: Circle the letters that say "aqu" (as in aquamarine).
"Row 7: Circle the letters that say "ur" (as in fur).

(1)	er	aqu	al	ar
(2)	aqu	al	ar	ir
(3)	er	ar	or	ir
(4)	or	ir	al	ar
(5)	er	al	aqu	ar
(6)	ar	al	or	aqu
(7)	ur	ar	or	al

(12) SILENT CONSONANTS

"Put your finger on #12."
"Cross out the consonants that do not sound in the following words. When you finish, check to make sure you haven't left any out." (Teacher may repeat these directions once if necessary.)

light	salmon	often	honest
walk	knew	castle	autumn
calf	write	catch	dress
calm	lamb	gnat	tell
would	edge	pick	cuff

(13) WORD FAMILIES

"Put your finger on #13."
"Circle the sound you hear in each row." (Do not say "as in ball." The word is only to aid the examiner.)
"In row 1 circle the letters that sound "all" (as in ball).
"Row 2: Circle the letters that sound "ight" (as in night).
"Row 3: Circle the letters that sound "en" (as in ten).
"Row 4: Circle the letters that sound "ank" (as in bank).
"Row 5: Circle the letters that sound "ay" (as in may).
"Row 6: Circle the letters that sound "old" (as in cold).
"Row 7: Circle the letters that sound "ind" (as in find).
"Row 8: Circle the letters that sound "ild" (as in child).
"Row 9: Circle the letters that sound "alk" (as in walk).
"Row 10: Circle the letters that sound "eigh" (as in eight).

(1)	all	en	ight	ank	old	ind	ild	ay
(2)	ight	ank	old	all	en	ay	ild	ind
(3)	ay	ind	all	old	ank	ight	ild	en
(4)	ay	old	all	ild	ind	en	ank	ight
(5)	ild	ind	old	ank	ight	ay	en	all
(6)	en	ay	ight	ank	old	ind	ild	all
(7)	ay	ight	all	en	ank	ild	ind	old
(8)	ind	ay	ild	all	ight	old	ank	en
(9)	ight	old	alk	en	ind	ay	ank	all
(10)	eigh	en	old	ank	all	ight	ind	ild

(14) Y AS A CONSONANT OR A VOWEL

"Put your finger on #14."

"In each word label y as a consonant or a vowel. Write C or V above the y in each word." (demonstrate on board $\overset{C}{y}$ or $\overset{V}{y}$)

system	yard	yellow
candy	by	

(15) Y AS A LONG E OR LONG I

"Put your finger on #15."

"Write E or I above the y in each word. This will tell me which sound the y makes in that particular word - whether it is long E or long I."

fritky	dwy	sully
my	mastovery	

(16) SOFT - HARD C AND G

"Put your finger on #16."

"Put H by each word in which you hear a hard c or g sound. Put S by each word that has a soft c or g sound."

ginger_____	gypsy_____	crop_____
come_____	glad_____	racer_____
gun_____	cement____	mercy_____
city_____	cot_____	bacon_____
camp_____	germ_____	stage_____

(17) CONTRACTIONS

"Put your finger on #17."

(a) "Write on the blank a shorter word for each of the following."

1. I have_____
2. They will_____
3. We are_____
4. I am_____
5. He is_____

(b) "Write 2 words for each of the following."

1. he'd_____
2. don't_____
3. I'll_____
4. can't_____
5. you're_____

(18) DIVIDING WORDS INTO SYLLABLES

(vccv - vcv - le ending - 2-3-4 syllables)

"Put your finger on #18."

"Divide each word in this list into its proper syllables."

1. hammer
2. target
3. candle
4. music
5. dictator
6. emergency
7. pickle
8. axle
9. comprehend
10. farther
11. disable
12. armful

(19) LONG AND SHORT VOWEL SOUNDS IN SYLLABLES
(symbols and sounds)

"Put your finger on #19."

(a) "Put the right symbol or mark above the vowel that sounds in each word to tell me whether it is long or short. Put no mark above the silent vowels." (Do not tell or show them how to make the symbol).

cut	ate	rid	hate	note
cute	at	ride	hat	not

(b) "Divide these words into syllables and mark the vowels that sound long or short with the proper symbols."

1. able
2. bonnet
3. helmet
4. tiger
5. volcano

(20) ROOT WORDS - PREFIXES - SUFFIXES

(a) Root or Base Words

"Circle the part of each word that is the "root" or "base" of the word - the "main word". When you have finished make sure you haven't left any out."

(1)	along	(6)	playing
(2)	dogs	(7)	farmer
(3)	undo	(8)	fastest
(4)	jumped	(9)	almost
(5)	dusty	(10)	gladly

(b) Prefixes

"Circle the part of each word that is the prefix."

(1)	rename	(6)	preview
(2)	inland	(7)	compartment
(3)	dethrone	(8)	export
(4)	disclaim	(9)	prolong
(5)	conform	(10)	undress

(c) Suffixes

"Circle the part of each word that is the suffix."

(1)	darkness	(6)	strapless
(2)	election	(7)	settlement
(3)	allowance	(8)	assistant
(4)	printable	(9)	selective
(5)	helpful	(10)	joyous

(21) COMPOUND WORDS

"Put your finger on #21."

"These are compound words. Draw a line between the parts of each word."

(1)	airport	(6)	whenever
(2)	headlight	(7)	steamroller
(3)	driveway	(8)	blackberry
(4)	fireplace	(9)	newspaper
(5)	footstep	(10)	sailboat

C. R. TEST (GROUP)

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by

Fern S. Tipton

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Mainlining Adequacy Project
Special Services
School District Number 148
Grace, Idaho 83241

EC 123091

(1) LETTER NAMES

Listen carefully and do what the teacher tells you.

	(a)	(b)
1.	p q g v	i. M W N V
2.	f t k h	2. E F G C
3.	b d p j	3. P B Q D
4.	z x y i	4. H J K L
5.	m n w r	5. U X Z Y
6.	a o e s	6. T I R S
7.	g q k t	7. A O D U
8.	w x z m	8. P R H B
9.	l j i r	9. E K F Y
10.	s c d o	10. V M X G
11.	e a u f	11. C Z Q S
12.	c l b h	12. L I T O
13.	u y v n	13. W J N A

(2) CONSONANTS AND VOWELS

Mark C by consonants and V by vowels.

p_____	b_____	x_____	a_____	r_____
g_____	d_____	m_____	q_____	d_____
f_____	o_____	n_____	k_____	c_____
t_____	z_____	e_____	w_____	u_____
h_____	l_____	v_____	y_____	s_____
i_____				

(3) CONSONANT AND VOWEL SOUNDS

Listen carefully and do what the teacher tells you.

1. b p q g
2. x s c z
3. n w m v
4. a u o r
5. h t f j
6. l i y u
7. p d b q
8. j g f l
9. c e i s
10. v n m w
11. r o a e
12. x z k y
13. k h t d

(4) CONSONANT DIGRAPHS

Listen carefully and do what the teacher tells you.

1. ph wh ch
2. th ng wh
3. ch ph ng
4. th gh sh
5. ng th ph
6. gh sh wh
7. sh ch gh
8. ch ck sh

(5) SHORT VOWEL SOUNDS

Listen carefully and do what the teacher tells you.

1. a e i o u
2. a e i o u
3. a e i o u
4. a e i o u
5. a e i o u

(6) LONG VOWEL SOUNDS (DOUBLE VOWEL)

1.	ea	oa	ue	al	ie	ai
2.	oa	im	ea	ai	ue	ie
3.	oe	ai	or	oa	ea	ue
4.	ue	ai	ea	ud	ie	oa
5.	ai	en	oa	ie	ue	ea

(7) LONG VOWEL

Circle the nonsense words that have long vowel sounds in them.

kupe	shaf	cabe	leke
zode	prit	fipe	lopt

(8)

Which two letters are always together?
You <u>never</u> see the <u>first</u> letter without the one behind it.

Circle the correct pair.

wr kn qu bl st

(9) CONSONANT BLENDS

Circle the sound you hear in each row.

(1)	bl-ld	(7)	str-st	(13)	tw-dw	(19)	sl-sp	(25)	sc-sw
(2)	cl-gl	(8)	pr-spr	(14)	nd-mp	(20)	fl-fr	(26)	gr-cr
(3)	pl-spl	(9)	sn-sm	(15)	sch-chr	(21)	tr-thr	(27)	br-dr
(4)	sl-sp	(10)	sc-sw	(16)	sl-ld	(22)	str-st	(28)	nd-mp
(5)	fl-fr	(11)	gr-cr	(17)	cl-gl	(23)	pr-spr	(29)	sch-chr
(6)	tr-thr	(12)	br-dr	(18)	pl-spl	(24)	sn-sm	(30)	tw-dw

(10) DIPHTHONGS - VOWEL DIGRAPHS

Circle the sound you hear in each row.

(1)	oi	aw	ow	oo	ey	(7)	oy	aw	au	ow	ou
(2)	au	ou	oy	oo	ew	(8)	ow	ou	au	oo	oi
(3)	ey	ew	aw	oi	oy	(9)	ow	oo	oi	ey	aw
(4)	ou	ow	oo	ey	aw	(10)	au	aw	ou	oo	ow
(5)	ey	aw	au	ow	oo	(11)	ou	oo	ew	ey	oy
(6)	aw	oo	oy	au	oi	(12)	ew	ow	oi	au	oo

(11) VOWELS INFLUENCED BY r-l-qu

Circle the sound that you hear in each row.

(1)	er	aqu	al	ar
(2)	aqu	al	ar	ir
(3)	er	ar	or	ir
(4)	or	ir	al	ar
(5)	er	al	aqu	ar
(6)	ar	al	or	aqu
(7)	ur	ar	or	al

(12) SILENT CONSONANTS

Cross out the consonants that do not sound in the following words.

light	salmon	often	honest
walk	knew	castle	autumn
calf	write	catch	dress
calm	lamb	gnat	tell
would	edge	pick	cuff

(13) WORD FAMILIES

Circle the sound you hear in each row.

(1)	all	en	ight	ank	old	ind	ild	ay
(2)	ight	ank	old	all	en	ay	ild	ind
(3)	ay	ind	all	old	ank	ight	ild	en
(4)	ay	old	all	ild	ind	en	ank	ight
(5)	ild	ind	old	ank	ight	ay	en	all
(6)	en	ay	ight	ank	old	ind	ild	all
(7)	ay	ight	all	en	ank	ild	ind	old
(8)	ind	ay	ild	all	ight	old	ank	en
(9)	ight	old	alk	en	ind	ay	ank	all
(10)	eigh	en	old	ank	all	ight	ind	ild

(14) Y AS A CONSONANT OR A VOWEL

In each word label y as a consonant or a vowel. Write C or V above the Y in each word.

system	yard	yellow
candy	by	

(15) Y AS A LONG E OR LONG I

Write E or I above the y in each word

fritky	dwy	sully
ky	mastovery	

(16) SOFT - HARD C AND G

Put an H by each word in which you hear a hard c or g sound.
Put an S by each word that has a soft c or g.

ginger_____	gypsy_____	crop_____
come_____	glad_____	racer_____
gun_____	cement_____	mercy_____
city_____	cot_____	bacon_____
camp_____	germ_____	stage_____

(17) CONTRACTIONS

(a) Write shorter words for:

I have_____

they will_____

we are_____

I am_____

he is_____

(b) Write two words for:

he'd_____

don't_____

I'll_____

can't_____

you're_____

(18) SYLLABLES: (VCV - VCCV - LE ENDING) 2-3-4 SYLLABLES

Divide these words into syllables.

1. hammer
2. target
3. candle
4. music
5. dictator
6. emergency
7. pickle
8. axle
9. comprehend
10. farther
11. disable
12. armful

(19) LONG AND SHORT VOWEL SOUNDS IN SYLLABLES.
(symbols and sounds)

(a) Put the proper symbol or mark above the vowel that sounds in each word to show whether the vowel is long or short. Put no mark above the silent vowel.

cut	ate	rid	hate	note
cute	at	ride	hat	not

(b) Divide these words into syllables and mark the vowels that sound long or short with proper symbols.

1. able
2. bonnet
3. helmet
4. tiger
5. volcano

(20) ROOT WORDS - PREFIXES - SUFFIXES

(a) Root or Base Words

Circle the part of each word that is the "root" or "base" of the word - the "main word". When you have finished make sure you haven't left any out.

(1) along
(2) dogs
(3) undo
(4) jumped
(5) dusty
(6) playing
(7) farmer
(8) fastest
(9) almost
(10) gladly

(b) Prefixes

Circle the part of each word that is the prefix.

(1) rename
(2) inland
(3) dethrone
(4) disclaim
(5) conform
(6) preview
(7) compartment
(8) export
(9) prolong
(10) undress

(c) Suffixes

Circle the part of each word that is the suffix.

(1) darkness
(2) election
(3) allowance
(4) printable
(5) helpful
(6) strapless
(7) settlement
(8) assistant
(9) selective
(10) joyous

(21) COMPOUND WORDS

Draw a line between the parts of each word.

(1) airport
(2) headlight
(3) driveway
(4) fireplace
(5) footstep
(6) whenever
(7) steamroller
(8) blackberry
(9) newspaper
(10) sailboat

C. R. TEST (KEY)

Tipton Reading Analysis Test

by

Fern S. Tipton

A Criterion Referenced Test

For Phonetic and Structural Analysis

Note: This test is not copyrighted. However, proper credit should be given as to author and source when it is used.

Mainlining Adequacy Project
Special Services
School District Number 148
Grace, Idaho 83241

EC183091

C. R. TEST (KEY)

(1) LETTER NAMES

Listen carefully and do what the teacher tells you.

	(a)	(b)
1.	p q (g) v	M W (N) V
2.	(f) t k h	(E) F G C
3.	(b) d p j	P (B) Q D
4.	z (x) y i	H (J) K L
5.	(m) n w r	U (X) Z Y
6.	a o (e) s	T I R (S)
7.	g q (k) t	A O D (U)
8.	w x (z) m	P R (H) B
9.	l (j) i r	E K F (Y)
10.	s (c) d o	V M X (G)
11.	e (a) u f	C Z (Q) S
12.	c (l) b h	L I T (O)
13.	u (y) v n	(W) J N A

(2) CONSONANTS AND VOWELS

Mark C by consonants and V by vowels.

p C	b C	x C	a V	r C
g C	d C	m C	q C	d C
f C	o V	n C	k C	c C
t C	z C	e V	w C	u V
h C	l C	v C	y C or C-V or *V	s C
i V				

*You may want to accept v alone as a correct response.

(3) CONSONANT AND VOWEL SOUNDS

Listen carefully and do what the teacher tells you.

1. b (p) q g
2. x s (c) z
3. n w (m) v
4. (a) u o r
5. h (t) f j
6. (l) i y u
7. p (d) b q
8. (j) g f l
9. c e (i) s
10. (v) n m w
11. (r) o a e
12. (x) z k y
13. (k) h t d

(4) CONSONANT DIGRAPHS

Listen carefully and do what the teacher tells you.

1. ph wh (ch)
2. (th) ng wh
3. ch ph (ng)
4. th (gh) sh
5. ng th (ph)
6. gh sh (wh)
7. (sh) ch gh
8. ch (ck) sh

(5) SHORT VOWEL SOUNDS

Listen carefully and do what the teacher tells you.

1. a (e) i o u
2. a e i o (u)
3. (a) e i o u
4. a e (i) o u
5. a e i (o) u

(6) LONG VOWEL SOUNDS (DOUBLE VOWEL)

1.	ea	(oa)	ue	al	ie	ai
2.	oa	im	ea	ai	ue	(ie)
3.	oe	ai	or	oa	(ea)	ue
4.	ue	(ai)	ea	ud	ie	oa
5.	ai	en	oa	ie	(ue)	ea

(7) LONG VOWEL

Circle the nonsense words that have long vowel sounds in them.

(kupe)	shaf	(cabe)	(leke)
(zode)	prit	(fipe)	lopt

(8)

Which two letters are always together? You <u>never</u> see the <u>first</u> letter without the one behind it.

Circle the correct pair.

wr kn (qu) bl st

(9) CONSONANT BLENDS

Circle the sound you hear in each row.

(1) (bl)-ld	(7) str-(st)	(13) (tw)-dw	(19) (sl)-sp	(25) (sc)-sw
(2) cl-(gl)	(8) pr-(spr)	(14) nd-(mp)	(20) (fl)-fr	(26) gr-(cr)
(3) (pl)-spl	(9) (sn)-sm	(15) (sch)-chr	(21) tr-(thr)	(27) (br)-dr
(4) sl-(sp)	(10) sc-(sw)	(16) sl-(ld)	(22) (str)-st	(28) (nd)-mp
(5) fl-(fr)	(11) (gr)-cr	(17) (cl)-gl	(23) (pr)-spr	(29) sch-(chr)
(6) (tr)-thr	(12) br-(dr)	(18) pl-(spl)	(24) sn-(sm)	(30) tw-(dw)

(10) DIPHTHONGS - VOWEL DIGRAPHS

Circle the sound you hear in each row.

(1)	(oi)	aw	ow	oo	ey	(7)	(oy)	aw	au	ow	ou
(2)	au	(ou)	oy	oo	ew	(8)	ow	ou	(au)	oo	oi
(3)	ey	(ew)	aw	oi	oy	(9)	(ow)	oo	oi	ey	aw
(4)	ou	ow	oo	ey	(aw)	(10)	au	aw	ou	(oo)	ow
(5)	(ey)	aw	au	ow	oo	(11)	ou	oo	(ew)	ey	oy
(6)	aw	(oo)	oy	au	oi	(12)	ew	(ow)	oi	au	oo

(11) VOWELS INFLUENCED BY r-l-qu

Circle the sound that you hear in each row.

(1)	(er)	aqu	al	ar
(2)	aqu	al	ar	(ir)
(3)	er	(ar)	or	ie
(4)	(or)	ir	al	ar
(5)	er	(al)	aqu	ar
(6)	ar	al	or	(aqu)
(7)	(ur)	ar	or	al

(12) SILENT CONSONANTS

Cross out the consonants that do not sound in the following words.

light	salmon	often	honest
walk	knew	castle	autumn
calf	write	catch	dress
calm	lamb	gnat	tell
would	edge	pick	cuff

(13) WORD FAMILIES

Circle the sound you hear in each row.

(1)	all	en	ight	ank	old	ind	ild	ay
(2)	ight	ank	old	all	en	ay	ile	ind
(3)	ay	ind	all	old	ank	ight	ild	en
(4)	ay	old	all	ild	ind	en	ank	ight
(5)	ild	ind	old	ank	ight	ay	en	all
(6)	en	ay	ight	ank	old	ind	ild	all
(7)	ay	ight	all	en	ank	ild	ind	old
(8)	ind	ay	ild	all	ight	old	ank	en
(9)	ight	old	alk	en	ind	ay	ank	all
(10)	eigh	en	old	ank	all	ight	ind	ild

(14) Y AS A CONSONANT OR A VOWEL

In each word label y as a consonant or a vowel. Write C or V above the Y in each word.

V system	C yard	C yellow
V candy	V by	

(15) Y AS A LONG E OR LONG I

Write E or I above the y in each word.

fritky (E) dwy (I) sully (E)

ky (I) mastovery (E)

(16) SOFT - HARD C AND G

Put an H by each word in which you hear a hard c or g sound. Put an S by each word that has a soft c or g.

ginger S	gypsy S	crop H
come H	glad H	racer S
gun H	cement S	mercy S
city S	cot H	bacon H
camp H	germ S	stage S

(17) CONTRACTIONS

(a) Write shorter words for:

I have I've

they will they'll

we are we're

I am I'm

he is he's

(b) Write two words for:

he'd he would or he had

don't do not

I'll I will

can't can not

you're you are

(18) SYLLABLES: (VCV - VCCV - LE ENDING) 2-3-4 SYLLABLES

Divide these words into syllables.

1. ham|mer
2. tar|get
3. can|dle
4. mu|sic
5. dic|ta|tor
6. e|mer|gen|cy
7. pick|le
8. ax|le
9. com|pre|hend
10. far|ther
11. dis|a|ble
12. arm|ful

(19) LONG AND SHORT VOWEL SOUNDS IN SYLLABLES.
(symbols and sounds)

(a) Put the proper symbol or mark above the vowel that sounds in each word to show whether the vowel is long or short. Put no mark above the silent vowel.

cŭt	āte	rĭd	hāte	nōte
cūte	ăt	rīde	hăt	nŏt

(b) Divide these words into syllables and mark the vowels that sound long or short with proper symbols.

1. ā|ble
2. bŏn|net
3. hĕl|met
4. tī|ger
5. vŏl|cā|nō

*accept: (2) bŏn|nĕt and (3) hĕl|mĕt
(5) vŏl|cā|no

ROOT WORDS - PREFIXES - SUFFIXES

(a) Root or Base Words

Circle the part of each word that is the "root" or "base" of the word - the "main word". When you have finished make sure you haven't left any out.

(1) along
(2) dogs
(3) undo
(4) jumped
(5) dusty
(6) playing
(7) farmer
(8) fastest
(9) almost
(10) gladly

(b) Prefixes

Circle the part of each word that is the prefix.

(1) rename
(2) inland
(3) dethrone
(4) disclaim
(5) conform
(6) preview
(7) compartment
(8) export
(9) prolong
(10) undress

(c) Suffixes

Circle the part of each word that is the suffix.

(1) darkness
*(2) election
(3) allowance
(4) printable
(5) helpful
(6) strapless
(7) settlement
(8) assistant
(9) selective
(10) joyous

* Accept tion or ion.

(21) COMPOUND WORDS

Draw a line between the parts of each word.

(1) air|port
(2) head|light
(3) drive|way
(4) fire|place
(5) foot|step
(6) when|ever
(7) steam|roller
(8) black|berry
(9) news|paper
(10) sail|boat

School _____

Grade _____

Date _____

Teacher _____

Name	Test No.	1a Letter Names (small)	1b Letter Names (caps)	2 Consonants - Vowels	3 Letter Sounds	4 Consonant Digraphs	5 Short Vowel Sounds	6 Long V Sounds (double	7 Long V Sounds (final	8 QU - qu	9 Consonant Blends	10 Diphthongs-V Digraphs	11 Vowels infl. by r-l-q	12 Silent Consonants	13 Word Families	14 Y as a Conso./Vowel	15 Y as long i/long e	16 Soft - Hard C & G	17 Contractions	18 Syllables - vccv	18 Syllables-le ending	18 Syllables - vcv	18 Syllables-longer word	18 Syllables-exceptions	19 Symbols - Long/Short	19 Vowel Sounds-le endin	19 Vowel Sounds - vccv	19 Vowel Sounds - vcv _	19 Vowel Snds.-longer wd	20 Root Wds.-Prefixes-Su	21 Compound Words

School_____

Grade_____

Date_____

Teacher_____

Name	Test No.	1a Letter Names (small)	1b Letter Names (caps)	2 Consonants - Vowels	3 Letter Sounds	4 Consonant Digraphs	5 Short Vowel Sounds	6 Long V Sounds (double	7 Long V Sounds (final	8 QU - qu	9 Consonant Blends	10 Diphthongs - V Digrap	11 Vowels infl. by r-l-q	12 Silent Consonants	13 Word Families	14 Y as a Conso/Vowel	15 Y as long i/long e	16 Soft - Hard C-G	17 Contractions	18 Syllables - vccv	18 Syllables - le ending	18 Syllables - vcv	18 Syllables-longer word:	18 Syllables-Exceptions	19 Symbols - Long/Short	19 Vowel Sounds-le endin	19 Vowel Sounds - vccv	19 Vowel Sounds - vcv	19 Vowel Snds.-longer wd:	20 Root wds.-prefixes-suf	21 Compound Words
	Goal																														
[illegible]		X-Z	Q	X	Y-w x	sh ph	e-i	✓	X	✓	sch chr	✓	✓	✓	ind igh alk	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.4.74	x	X	X	X	gh	X	X	X	X	chr	aw ou	al ir	✓	X	X	X	X	✓	X	X	✓	✓	✓	X	✓	X	✓	✓	✓	✓	X
	5/10/75	X	X	/	/	/	X	/	/	/	/	aw	X	X	X	X	X	X	hes	/	/	/	✓	✓	X	✓	X	X	✓	✓	✓	X
[illegible]																															
Henry Brown																															

Sample Sheet (short form)

*Comments:

(a) Teacher may establish her own goal and record to that. Space is left for that purpose.
(b) Teacher may choose to test only twice a year (pre-test and post-test). Form may be used either way.
(c) The X in a space indicates skill has been mastered and is holding.
(d) The ✓ shows trouble in all items.
(e) The written letter indicates a problem exists with that letter, etc.

Letter Names Test #1a					Capitals Test #1b					Conso. Test #2		V #2	Letter Sounds Test #3					Consonant Digraphs Test #4 + voice - voiceless						
p-g-t-f-d-b	i-x-n-m-o-e	q-k-w-z-r-j	s-c-u-a-h-l	v-y	M-N-E-F-P-B	J-L-X-Z-T-S	D-U-R-H-K-Y	V-G-C-Q-I-O	W-A	p-g-f-t-h-b d-z-l-x-m	n-v-q-k-w-y r-d-c-s	i-o-e-a-u	p-q-s-c-n-m	a-u-t-f-l-y	d-b-j-g-e-i	v-w-r-o-x-z	k-h	ch	th- th+	ng	gh - ph	wh	sh	ck

Short Vowel snds Test #5					Long Vowel snds Test #6					Test #7 Long vowel - final e	Test #8	Consonant Blends Test #9									Diphthongs - Vowel Diagraphs Test #10						
e	u	a	i	o	oa	ie	ea	ai	ue		qu	bl-gl-pl sp-fr	tr-st-spr sn-sw	gr-dr-tw mp-sch	ld-cl-spl sl-fl	thr-str-pr sm-sc	cr-br-nd chr-dw			oi-ou	ew-aw	ey-o͞o	oy-au	o͝w-o͞o	ew-ow

Vowel Sounds influenced by r-l-qu Test #11							Silent Consonants Test #12									Word Families Test #13										
er	ir	ar	or	al	aqu	ur	gh	(l) lk-lf-lm-ld	kn - wr	mb-dg	ft-tl-tch	gn	ck	h - mn	doubles ss-ll-ff	all	ight	en	ank	ay	old	ind	ild	alk	eigh	

School_____

Grade_____

Date_____

Teacher_____

Name	Y as a conso. #14	Y as long i/e #15	Soft/Hard C #16	Soft/Hard G #16	Contractions (a) #17	Contractions (b) #17	Syllables (division) Test #18					Syllable Division (Exceptions) Test #18						Test #19 Symbols	Vowel Sounds in syllab. Test #19				Test #20		Test #21
							vccv	le ending	vcv	3 syllable	4 syllable	ck	x	blends	digraphs	prefixes	suffixes		le ending	vccv	vcv	longer words	root words	prefix-suffix	Compound Wds

School _____

Grade _____

Date _____

Teacher _____

Name	Letter Names Test #1a					Capitals Test #1b					Test #2				V #2	Letter Sounds Test #3					Consonant Digraphs Test #4 + voice - voiceless						
	p-g-t-f-d-b	i-x-n-m-o-e	q-k-w-z-r-j	s-c-u-a-h-l	v-y	M-N-E-F-P-B	J-L-X-Z-T-S	D-U-R-H-K-Y	V-G-C-Q-I-O	W-A	p-g-f-t-h-b	d-z-l-x-m	n-v-q-k-w-y	r-d-c-s	i-o-e-a-u	p-q-s-c-n-m	a-u-t-f-l-y	d-b-j-g-e-i	v-w-r-o-x-z	k-h	ch	th- th+	ng	gh - ph	wh	sh	ck
Goal																										
Mary D. 9/7-4	b-d	X	q	X	X	X	X	X	Q	X	✓	✓	✓		✓	a-c	a u	d-b g l e	X w	h	X	X	✓	✓	X	X	X
12-7-7	b-d					X	X	X	X	X	X	X	X			q	a u	d-b e i	X		X	X	X	gh	X	X	X
5/12 75	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	d-b	X	X	X	X	X	X	X	X	X
Sam T.	Sample Spring Sheet (long form)																										
Henry J.																										

*Comments:

(a) Teacher may establish her own goal and record to that. Space is left for that purpose.
(b) Teacher may choose to test only twice a year (pre-test and post-test). Form may be used either way.
(c) The X in a space indicates skill has been mastered and is holding.
(d) The ✓ shows trouble in all items.
(e) The written letter indicates a problem exists with that letter, etc.
(f) The name column may be cut off all but the bottom page so the child's name need only be written once.